DOCUMENT RESUME

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TITLE	Improving Spelling Skills in Handicapped Learners: Why Isn't Fish Spelled "Ghoti?" (From the Series "Tips for Teachers"). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described inservice teacher education module is designed for use by elementary and secondary school teachers who are interested in improving their skills in identifying and remediating students' spelling problems. The scope and sequencing of module topics are outlined, and the activities and resources involved in its use described. Ordering information for materials is given, and a critique of the module is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: IMPROVING SPELLING SKILLS IN HANDICAPPED LEARNERS: WHY ISN'T FISH SPELLED "GHOTI?" (from the series Tips for Teachers)

Publication Date(s): 1976

Intended Users: Special education teachers and all preservice and inservice teachers who are interested in improving their skills in identifying and remediating students' spelling problems

Grade Level(s): Kindergarten, elementary, middle, secondary school

Number: Large workshop group/small group/individual

Primary Focus: The intent of the product is to help interested teachers to deal effectively with students' spelling problems by first determining the nature of the spelling error and then applying the proper remedial technique to correct that error.

School subject(s) and/or inservice topic(s) covered: The school subject treated in this module is spelling. Inservice topics covered are improved skills in identification of spelling errors by direct examination and diagnosis, and improved understanding and application of appropriate remedial techniques. Guidelines for isolating problems in both phonetic and non-phonetic words are given, and specific prescriptive techniques relating to the specific error are practiced and applied.

What participant does in using the materials: Participant listens to the tape as the filmstrip is watched. Exercises on the tape are done and the answers are given on the tape. The exercises are in the response book. There is a posttest.

If the program is implemented in a group, users may wish to discuss the material presented in the film. In addition, the developer notes that, "the usefulness and impact of this module can be enhanced by follow-up activities in which participants apply the procedures discussed to spelling problem case studies."

Resources: A filmstrip, cassette tape, one Instructor's Manual, and four Response Books are included with the product. An additional response book will be needed for each additional participant. For program implementation, a filmstrip projector and tape player will be needed, as will time and space for viewing.

Describer critique: Although there are some good attempts to improve the teaching of spelling, the material is given too quickly to be easily assimilated. The results of the field testing were quite negative, especially in the realm of practicality and relevance of the material, and there are no plans to revise the module.

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SE3 diagnosis; (ELA) spelling TD

SP 013 905

1.0 PURPOSES:

The developer states the goal of the product:

"This module is designed to deal directly and succinctly with the practical problems of improving pupil's spelling skills."

General objective: "Upon completion of the module and the accompanying exercises, the teacher trainee will be able to match the major types of written spelling errors. with appropriate remediation techniques."

Specific objectives: "The teacher trainee will be able to:

1. Classify spelling errors as phonetic or non-phonetic in origin,
2. Determine which of a variety of causes is responsible for a given spelling error ,
3. Generate one or more alternative techniques for teaching spelling,
4. Indicate a rationale for providing as a specialized technique for remediation of specific spelling errors, and
5. Choose an appropriate technique for remediation of various types of spelling errors."

The rationale for the product, as stated by the developer, is as follows:

"The ability to spell accurately is an important component of written communication. Spelling skill is required as a link between the formulation of thought, ideas and language and their representation as visual symbols.

"More specifically, the learner who possesses thoughts and ideas which are formulated into adequate language patterns may be frustrated by an inability or inefficiency in communicating the language in written form. Thus the learner's own ability and thinking processes may be severely restricted and inadequately portrayed because the final process or processes involved in communication interferes."

"This module is designed to create awareness of some specific spelling difficulties and specific remedial techniques so that teachers can more successfully match individual problems with individualized remedial programs."

2.0 CONTENT — Scope and Sequencing of Topics:

This particular module should be used sequentially and in its entirety. It could be used without the other modules in the Tips for Teachers series.

It contains:

1 filmstrip
1 cassette tape - the filmstrip and audio tape run for about 1/2 hour
1 Response Books - 40 pages each
1 Instructor's Manual - 81 pages, contents as follows:

I. About the Series - 7 pages
II. About the Module - 11 pages
III. Script for the Audiotape - 42 pages
IV. Posttest - 18 pages
V. Reference List - 3 pages

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant listens to the tape as the filmstrip is watched. Exercises on the tape are done and the answers given on the tape. The exercises are in the response booklet.

The material can be used in a large or small group. It would be possible to cover the material alone, as most of the material is factual, requiring little discussion. However, group exchange may well facilitate the learning process for users. The developer also suggests that maximum benefit will be derived from use of the product if the techniques presented in the material are actually applied in the classroom.

3.2 Help given in use of product:

An 81-page Instructor's Manual is supplied for the use of the program coordinator. It contains 18 pages of introductory material, 42-pages of script, an 18-page posttest and a 3-page reference list. Information on course implementation is included in this manual.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Throughout the tape, exercises are given to the participants. The exercises are in the response manual. As soon as the participant completes each exercise, the tape is turned on (along with the filmstrip) and the answers are discussed.

There is a lengthy posttest. The instructor gives the posttest and corrects it.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A filmstrip projector and screen are needed for the film.
A cassette player is needed for the cassette tape.
There must be a response book for each participant. (See 5.3)
A room large enough to hold the group and screen is needed.
A trainer is needed.

The films take ½ hour - but the exercises will add an indeterminant amount of time to the length of the overall course.

5.2 Distributor name/address:

Center for Innovation in Teaching the Handicapped (CITH)
School of Education
Indiana University
Bloomington, Indiana 47401

(812) 337-5847

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
IMPROVING SPELLING SKILLS IN HANDICAPPED LEARNERS: Why Isn't Fish Spelled "Ghoti"? (Tips for Teachers series)	$30.00 TOTAL			
One filmstrip		-	1	Yes
one tape (cassette)		-	1	Yes
Instructor's Manual		-	1	Yes
4 Response Booklets*	$4.00 each additional		1/participant*	No

* 4 Response Books are included with the product; books for additional participants may be ordered at a rate of $4.00 each.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana

The product was developed under contract No. OEC 74-9303 from the United States Office of Education, Bureau of Education for the Handicapped to the Center for Innovation in Teaching the Handicapped.

Project Director: Melvyn I. Semmel
Principal Investigator: Sivasailam Thiagerajan

6.2 How developed and when:

All modules in the Tips for Teachers series have been developed through the systematic procedure outlined in Instructional Development for Training Teachers of Exceptional Children: A Sourcebook (Thiagarajan, Semmel & Semmel, 1974). This procedure involved a team of special educators, instructional developers, media-production specialists and evaluators, The content for each module was chosen from a list of topics identified through an informal needs analysis conducted among teacher trainers. Each topic was analyzed cooperatively by the special educator and the instructional developer in order to identify teaching competencies and to specify behavioral objectives.

The product was field tested just once at ten teacher training programs in special education around the country.

6.3 Evidence of effectiveness with users:

Field testing indicated that there was a problem with the practicality and relevance of the material. Furthermore, the mastery of the content was very poor.

On a mastery criteria on 80%, only 20% of the participants qualified. 57% had problems with the audio tape and 34% with the film presentation.

Some people complained that the response book was hard to handle, as it requires that user keep flipping back and forth.

A revision is not being planned.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product intends to help teachers, especially those in special education, to teach spelling better. An attempt was made during the development of the product to provide practical ideas for users, i.e., the use of tape recorders and typewriters in teaching spelling.

Technically, the product is adequate; the books are nicely printed and handy to use, but the tape is flawed by its fast-paced delivery.

Content accuracy/social fairness/community acceptance issues:

There does not appear to be any ethnic nor sex bias. Minorities are not represented to a great extent.

There does not seem to be any controversial material.

Overall summary/comment:

The product is generally thorough and thoughtful in its approach to providing practical methods by which teachers may improve their classroom spelling instruction. There are good directions provided for users, and the product's objectives are clear cut. In spite of some technical difficulties (the voice on the tape speaks rather fast for proper assimilation), the product should prove to be a useful tool for improving teaching techniques in spelling.